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ABSTRACT

A two-year study was undertaken of the contraction in the traditional career market for individuals with advanced training in the humanities. The focus was on how, in new circumstances, gifted people trained in humanities disciplines can best contribute to society. Employment of these individuals outside the education sector is a relatively new phenomenon, and is met with some hostility from employers. Graduate students in the humanities have little knowledge of nonacademic career possibilities, although a large minority are interested in and have an aptitude for administration. The New York Regents statewide plan of 1976 has as a primary objective to ensure that the major shift in the distribution of academic talent throughout society in the next few years does not seriously underutilize the important resource of those trained in the humanities. (MSE)

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Final Report

on the

New York State Regents Project

Alternatives for Graduate Education

September 1976

Part I	Activities and Findings
Part II	Future Plans
Part III	Financial Report
Appendix A	Binghamton Conference Proceedings
Appendix B	Report of APA Meeting
Appendix C	Viewpoint from Change

Alvin P. Lierheimer
Program Director

Gordon M. Ambach
Authorizing Official

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PART I

Activities and Findings

Over the past two years the Regents of the State of New York have had a grant from the Fund for the Improvement of Post-Secondary Education to assist them in addressing some of the problems associated with contraction in the traditional market for people with advanced training in the humanities. In the first year of the program efforts were directed at looking at non-academic career possibilities for historians. The second year saw a broader inquiry into openings for people with graduate training in the humanities.

The search focused on the question of how, in new circumstances, gifted people steeped in humanities disciplines can best contribute to society.

In the past, people with advanced training in the humanities disciplines have contributed to society chiefly in the classroom. By 1990, 60,000 humanities Ph.D.'s will have had to find careers outside college teaching. At least as many people with two years or more of Ph.D. work in the humanities will be in the same situation. These are conservative projections which assume some attrition in graduate programs and a progressive decline in enrollments.

The current period is one of transition. Many humanities Ph.D.'s are still finding academic jobs. An actual and substantial decrease in the college age population, resulting from an earlier decrease in the national birthrate, will not set in until the beginning of the 1980's. It will be in that decade that the large majority of humanities Ph.D.'s will have to look elsewhere for employment. Unless conditions change, most of these people will not enter jobs which will draw on their talents and training.

In the past two years, through work on the New York project and a related national research program supported by the Mellon Foundation, we have learned quite a bit about the problems in opening access for academics to non-academic markets.

At the beginning of the effort when Dorothy Harrison and Ernest May commenced work on this set of problems, they hoped to find a variety of non-academic occupations calling specifically for the aptitudes and skills of people who had been through doctoral training in one of the humanities. After gathering survey data on 1,500 humanities Ph.D.'s in non-academic jobs, interviewing approximately 100 of these, and talking with scores of business executives, personnel officers, government officials, and people in communications media, they became convinced that such occupations scarcely exist. Except for the C.I.A. and other elements in the intelligence community and a handful of organizations devoted either to research or to philanthropy, few employers seek or even attach high value to the particular skills certified by a humanities Ph.D.

Further, not many humanities Ph.D.'s will become librarians, curators, etc. Those professions have independent entry systems, and they also have their own surplus of talent. As for teaching below the college, prospects are equally dim. There are barriers in the form of certification requirements, union rules, and union-school board contracts. Tens of thousands of certified teachers are already lined up for jobs in school systems whose populations are shrinking. Moreover, according to survey data from the Mellon project, fewer than 15% of humanities doctoral candidates are attracted to secondary or elementary teaching.

Because the number of people with advanced training in the humanities who have gone outside of the academy in the past is so small, employers in other

sectors have little experience with the Ph.D. applicant or worker. For example, one of the nation's largest insurance companies with over 20,000 employees does not have a single humanities Ph.D. in the work force. A senior vice president for personnel at a major television network reports that he receives very infrequent inquiries for jobs from people with advanced training in the humanities.

From a series of meetings and interviews with personnel officers in major corporations in New York, we have learned that most hiring officers have hostile reactions to and stereotypes of people with advanced degrees in the humanities. For the slots they have to fill, they perceived humanities people as lacking necessary technical skills, experience and motivation, while offering training and working styles which are inappropriate or incompatible.

On the other hand, of the over 100 interviews we have conducted with people who have their doctorates in the humanities and have found management positions in business, the overwhelming majority stress that because they are performance oriented, have highly developed analytical skills, and have a long record of successfully completing their work, they have been able to advance more rapidly than those with different backgrounds. Admittedly, the higher and more responsible the position, the more useful are the skills and the personal enrichment gained in graduate training. For the most part, the real payoff for humanities Ph.D.'s in business careers comes after several years on the job and only after they've gotten past the obstacles to entry-level positions. (Appendix C outlines the experience of some humanities Ph.D.'s in non-academic jobs.)

Through meetings, conferences, interview and survey data involving graduate students in the humanities we have learned that these students are almost entirely ignorant of non-academic career possibilities outside a very narrow

spectrum, i.e. editing, publishing. Most indicate that they would find information on a broader range of careers very helpful. At the same time, the majority look almost exclusively to graduate faculty in their department and to their professional associations for guidance in the job search. These sources are presently ill-equipped to provide counseling on techniques for a non-academic job search or contacts outside the academy. (Appendices A and B are examples of the beginning efforts made by universities and professional associations to address the problems of placing students in careers outside of teaching. Both these sessions were supported through the New York Regents FIPSE project.) Presently all three national professional associations (M.L.A., A.P.A., A.H.A.) have special committees charged with gathering information on "alternate careers."

Through meetings with the professional associations and faculty in departments at major universities, we know that there are a significant number of distinguished scholars and teachers who are interested in pursuing new career options for humanists. These people, though clearly a minority, do not perceive careers outside of the university as "second rate" or only of interest for students who cannot find employment in teaching. They describe graduate training in the humanities as affecting an individual's being as well as his ability to think imaginatively and analytically about a wide range of problems not limited to his special area of expertise.

The pool of men and women in the humanities is rich in talent. For the Mellon project, we have surveyed a large sample (4,500) of the 15,000 who are currently enrolled. A large proportion are Phi Beta Kappas, many as undergraduates held fellowship awards based on merit, and a good proportion were class officers and participated in extra-curricular activities. They qualified for graduate school by getting high test scores and good grades in college.

Because women have traditionally been drawn to the humanities, this group contains a large proportion of the nations gifted women.

Surveys of and interviews with graduate students have meanwhile led, to an unexpected finding that a large minority are interested in and have aptitude for administration or management. Roughly half of the survey sample for the Mellon project say that they find not unattractive the possibility of an administrative career in a college or a non-profit agency, and 28% say the same about executive or supervisory employment in business. In addition, as mentioned above, humanities Ph.D.'s currently employed in management testify almost uniformly that graduate work not only enriched their lives but sharpened their minds in ways that make them better managers. Their testimony is not unlike that of businessmen who have law degrees but do not function as lawyers.

If substantial numbers of people with advanced education in the humanities are to make use of that education in managerial careers, they must do so in business, for 91.6% of all administrative and managerial jobs are in the private sector. In fact in the Bell system alone, there are 180,000 managers nationwide.

At present, there are barriers to movement from a graduate program in the humanities to a management career in business. Some professors and graduate students are antagonistic toward business. Many more are simply ignorant. For the most part, student interviewees, including those who display enthusiasm for a business career, have not the first notion of what goes on in corporations or of how they might go about seeking jobs as management trainees.

The most serious obstacles, however, are on the side of business. As the academic labor market shrinks, an increasing number of humanities Ph.D.'s and near Ph.D.'s will perforce look for jobs in business. In most concerns, however, they will be viewed as too highly educated to be placed in entry-level jobs but unqualified for higher level jobs and, in any case, doubtful risks on

the score of motivation--just seeking havens until teaching jobs turn up. These are understandable attitudes, and they are by no means unjustified. So long as these attitudes remain unchanged, people who elect after graduation from college to pursue a scholarly interest in one of the humanities will find that they have thereby cut themselves off from careers which, more than most others, could offer them intellectual challenge and reward their capacity for understanding and dealing sensitively with the needs and wants of other human beings,--in short, careers ideally suited for many people who think of themselves as humanists.

PART II

Future Plans

The Regents 1976 Statewide Plan for the Development of Post-Secondary Education was written with the evidence and experience gathered from the FIPSE project in mind. The primary objective for doctoral education in the Plan is to ensure that the major shift in the way academic talent is distributed in our society in the next few years does not result in a serious under-utilization of one of the nation's important resources. All institutions in the State which offer doctoral study are required to provide in their 1978 progress reports:

1. A precise record of placement of all graduates.
2. Detailed plans for counseling students about their career prospects both at entrance and throughout their study.
3. A description of mechanisms for identifying and placing graduates in both traditional and non-traditional markets.
4. A statement of program missions.

As the policy making and coordinating body for education in New York State, and as a national leader in doctoral education, the Board of Regents is designing a major project with the objective of building bridges from the academic world into the private sector. Two closely related programs will be developed:

1. A national effort to bring together several thousand businessmen and students and faculty from graduate programs in the humanities in order to break down prejudices and increase awareness of the strengths and variousness of both groups; and

2. An intensive summer orientation program to be held in a business school to equip first-rate humanities graduate students or Ph.D.'s for positions in major corporations.

As part of the FIPSE and Mellon projects a number of major corporations including A.T. & T., Arco, C.B.S., General Motors, Prudential and Equitable Insurance Corporations, as well as several banks, have expressed strong interest in participating in a national effort to utilize humanistic talent in business.

The impact of the FIPSE project in New York is clearly seen in the Regents Master Plan, the Mellon project, and the development of a major national effort to encourage productive placement of humanities doctorates outside of the academy.

OMB NO. 80-R0180

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1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: DHEW PL 92-318-Title III Part A Section 404

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: OEC-74-9274

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Board of Regents of the University of the State of New York
State Education Building
Albany, New York 12234

4. EMPLOYER IDENTIFICATION NO.: 1-14-1442341 A

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: OE 002835 NIH 73-6327

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [X] CASH [ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 07 01 74 TO 06 30 76

9. REPORT PERIOD (Month, Day, Year): FROM 01 16 76 TO 06 30 76

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) Consultants	(2) Travel	(3) Publications	(4) Temporary Service	(5) Indirect Cost	(6)	TOTAL
a. Total outlays previously reported	$80,439.00	$17,279.89	$1,118.33	$8,620.00	$5,098.00		$112,555.22
b. Total program outlays this period	$45,494.00	$13,579.93	28.35	- 0 -	- 0 -		$ 59,102.28
c. LESS: Program income credits	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -		- 0 -
d. Net program outlays this period	$45,494.00	$13,579.93	28.35	- 0 -	- 0 -		$ 59,102.28
e. Total program outlays to date	$125,933.00	$30,859.82	$1,146.68	$8,620.00	$5,098.00		$171,657.50
f. LESS: Non-Federal share of program outlays	$64,600.00						$ 64,600.00
g. Total Federal share of program outlays	$61,333.00	$30,859.82	$1,146.68	$8,620.00	$5,098.00		$107,057.50
h. Total unpaid obligations	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -		- 0 -
i. LESS: Non-Federal share of unpaid obligations	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -		- 0 -
j. Federal share of unpaid obligations	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -		- 0 -
k. Total Federal share of outlays and unpaid obligations	$61,333.00	$30,859.82	$1,146.68	$8,620.00	$5,098.00		$107,057.50
l. Total Federal funds authorized	$61,350.00	$30,853.32	$1,146.68	$8,620.00	$5,098.00		$107,068.00
m. Unobligated balance of Federal funds	$ 17.00	-$6.50	- 0 -	- 0 -	- 0 -		$ 10.50

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[ ] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [X] FIXED

b. RATE: 5%

c. BASE: $101,970

d. TOTAL AMOUNT: $5,098

e. FEDERAL SHARE: $5,098

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purposes set forth in the grant award documents.

NAME AND TITLE: Gordon M. Ambach, Executive Deputy Commissioner

TELEPHONE: AREA CODE 518, NUMBER 474-5836, EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: Gordon M. Ambach

DATE REPORT IS SUBMITTED: 9/1/76

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ALTERNATIVE CAREERS FOR HUMANISTS

State University of New York at Binghamton

Dickinson Conference Center
January 30, 1976

Sponsored by the State Education Department Humanities Doctoral Project in cooperation with Cornell University, Syracuse University, and SUNY-Binghamton. Financial support came from an SED grant from FIPSE.

TRANSCRIPT OF SPEECHES

10:15-11:00--KEYNOTE ADDRESS

I Logistical information--Ms. Marilyn Rose, Professor and Chairman, Department of Comparative Literature, SUNY-Binghamton, and Conference Coordinator

II Welcoming remarks and formal introduction--Mr. Haskell Block, Professor of Comparative Literature, SUNY-Binghamt

III "Where are Humanists Needed"--Keynote address by Ms. Lydia Bronte, Rockefeller Foundation

Ms. Bronte began her talk by assessing the role of the humanist in contemporary society. A humanist who has no active role to play in society, says Ms. Bronte, may be likened to the medical profession where there are only specialists and no general practitioners. Humanists, then, are like those much needed G.P.'s who, though not knowing a lot about the individual parts, know much about how the system works overall. There is a great need in our society for individuals who have a broad, all encompassing view of things. These are Humanists.

The most important question we must ask is "Who are Humanists?" In order to arrive at a definition it might be good to consider how we have defined them in the past. In the 19th Century, for example, a "Humanist" was someone whose schooling in the classics had enabled him to embrace "higher" ideas, ideas which went beyond the everyday concerns and problems of the real world. The 19th Century "Humanist" was unconnected with the material world, too taken up by the contemporary problems. As we began to move into the 20th Century, however, and

particularly with the advent of the Social Sciences, the Humanities were placed on the defensive. Scholars were enthralled with the notion that the scientific method might be brought to bear on certain social and economic problems, thus the "Humanities," unscientific in both its matter and its methodology, lost credibility as a viable means of helping to solve man's problems.

The Humanities have been on the defensive for quite some time now. Even as early as the 1930's the Rockefeller Foundation has wrestled with the problem of how to bring humanistic thinking to bear on the major decision-making bodies in this country.

The major problem, says Ms. Bronte, is that we have always viewed the Humanities from a Historical perspective. This concern with thinking of all humanistic areas in terms of the past has led to the widespread feeling that the Humanities can do nothing for contemporary problems, have nothing to do with contemporary life. The connection of the Humanities with the real lives of real people has become more and more tenuous.

The public conception of the Humanities as an irrelevant body of knowledge was complicated by the attitude of certain humanists themselves who proclaimed the humanities to be by their very nature irrelevant. The job of the art historian, the literary critic or the musicologist is not to train the student for a specific job in the real world, but rather to teach the student about the humanistic discipline itself. The result is that humanists have been training people to be humanists, who themselves can do nothing else but train other humanists.

Can we define a humanist, then, in such a way that his expertise and knowledge can be seen as valuable to contemporary life? It should be obvious that someone trained in, let's say, English would be a valuable commodity in any area where communications are a problem. That humanistic areas of knowledge

can be made relevant to real life is unquestionable, said Bronte. Buy why, she continued, this sudden demand for relevance? Humanists who were being snatched up by chairmen of expanding departments in the mid and late sixties were not put in the position of having to justify their usefulness. Ms. Bronte cited her own case as a female jobseeker during the Pre-Women's Liberation days. She was beseiged with offers. The whole academic job market, she concluded, is at the mercy of supply and demand cycles.

These supply and demand trends are somewhat predictable; they were predicted, as a matter of fact, in the early sixties by the economist Allan Cartter. However, during those heady days of expansion no one cared to listen to a prophet of gloom and doom foretelling an end to those golden days and an ensuing job crisis. Now that we are in the midst of the crisis we are more ready to listen to Mr. Cartter whose latest projections tell of scarce employment for academics lasting until the 1990's. Vast numbers of humanists, says Cartter, will take jobs in areas other than college teaching during the next two decades.

We are among those numbers. But on the bright side, there are plenty of jobs besides teaching which can provide important, challenging, and fulfilling work for us. Besides, being a college professor has many drawbacks which we may not have been able to see as a graduate student. First, much of the so-called "free time" is spent preparing new courses, doing committee work. Second, an enormous amount of time is expended grading papers. Third, if you are the least bit gregarious, it is extremely hard to adapt to the very solitary life a professor must lead. Fourth, if you are a person who likes dealing with people, you might be unahppy dealing with colleagues whose profession, by its very nature, demands a liking for solitude. In sum, if you naturally like people you may find it hard to be happy in the academic world. Other life styles are possible.

Once you have decided to search for other alternatives, let this be your guide: don't ask what you the humanist can do, but rather what you the person can do. The single most important factor in job happiness is the compatibility of the person with the job. The vast number of failures on the job are caused not by the person being unable to do the work, but by the inability of the employee to fit into a certain job situation as a person. It's extremely important, when looking for a job, to match yourself to the real job, not just its title. It must be something you sincerely want to do.

In conclusion, Ms. Bronte cited several areas where she believes there to be a need for humanists: the Courts, television, the medical profession (in the latter area she knows of a program where English teachers were used to teach doctors how to write better medical reports).

QUESTIONS TO MS. BRONTE:

1) How did you, as a Ph.D. in the Humanities, get into an attractive non-academic position?

   Ms. Bronte furnished her post college teaching autobiography in which she emphasized the single most important skill that she felt enabled her to succeed: the ability to find out something about which you know nothing, in short, research skills. A humanist possesses these in abundance.

2) What is the Rockefeller Foundation doing to help non-established Humanists?

   Ms. Bronte mentioned the Rockefeller Foundation's partial funding of the Doctoral Project.

11:15-12:15--PROBLEM SOVLING CLINICS

I Resumes, inquiry letters, interviews: Samuel Back, Director, Office of Career Plans and Placement, SUNY-Binghamton, and Ann Herrick, Career Counselor, Career Plans and Placement, SUNY-Binghamton.

Mr. Back and Ms. Herrick stressed the importance of making the resume reflect the human being behind it. "Don't simply list duties and responsibilities, but put these in short narrative capsules." Cover letters should be succinct and, above all, not just a repetition of what is in the resume. It should complement and round out the resume. One should prepare meticulously for an interview. "Find out all you can about the company you're interviewing. Be yourself: make an impression, but make it a natural impression. Remember that you are interviewing the company as well as they you."

II Researching Alternative Careers: John Munschauer, Director, Placement Services, Cornell University.

Mr. Munschauer advised candidates not to strike out blindly in search of a job. One should do the necessary research in order to find a job that matches one's capabilities, skills and talents. University placement offices are a mine of information. "If you don't find a job that suits you, chances are that you'll quit and end up unemployed again. The task of looking for a job," he said, "is the most important one you'll ever have. Do this most important job right the first time!"

An excellent book for learning about this task is What Color is Your Parachute? (Berkeley: The Tend Speed Press, 1975, $4.95).

III Supplemental Training: Charles Gearing, Associate Dean, SUNY-Binghamton School of Management; Michel Jasenas, Humanities Bibliographer, SUNY-Binghamton; Marilyn Gaddis Rose, Director, Translation Center, SUNY-Binghamton.

All three discussion leaders recommended extending job range by additional training and experience. Ability to use a foreign language and to relate to a foreign culture

was emphasized by all three discussion leaders also. Management skills, unlike bibliographic training and translator training, both of which can be integrated within a Humanities graduate curriculum, requires a supplemental curriculum and cannot be managed by a self-starting student on his own. However, since holders of M.B.A. degrees are still in demand, it is highly advantageous to add it to a regular doctoral program or to pursue it in special programs like the M.B.A. in Arts Management.

12:15-1:30--LUNCHEON ADDRESS

I Introduction--Mr. Richard Fallis, Associate Professor of English, Syracuse University

II "See What You Can Do with A Ph.D."--Luncheon address by Mr. Stephen Sloan, Director Task Force on Critical Problems, New York State Senate.

The outlook is bleak, admitted Mr. Sloan; "if you all have to wait until the 1990's to get a job, you're going to be students a long time." Mr. Sloan told the audience that there are three things he can say that will help a humanist find a job in a non-teaching area: (1) he can tell what not to do, (2) he can tell what to do, and (3) he can give examples of successful transfers from the teaching to the non-teaching professions.

Mr. Sloan acquainted the audience with his own situation--what his academic training was (Ph.D. in forestry), what his present position is (head of New York State Senate research operations), and what he does in his present position. Since a large portion of his time is spent interviewing he is eminently qualified to talk about the mistakes that job-seekers make and how they should go about correcting them. Mr. Sloan very seldom interviews anyone with just a B.A. His interviewees are almost always M.A.'s or Ph.D.'s. Almost invariably, these advanced degree-holders make three basic mistakes in trying to convince an employer to hire them: (1) They undersell their real skills, (2) they oversell their useless skills, and (3) they "play to the job". First, Mr. Sloan noted that Ph.D.'s seldom mention the qualities of mind (qualities useful to an employer!) that Ph.D.'s must necessarily have: will power, tenacity, perseverance, and self-starting ability. Secondly, they focus on the specific subject matter of their academic work, usually their dissertation. "Nothing turns me off faster than this," said Mr. Sloan. "If all they can talk about is their academic work, this is a signal to me that they really are not interested in working for me, and that at the first opportunity to return to teaching, they will leave. The third mistake academics make is that they attempt to an inside track on the

job through political contacts. They know Mr. So-and-so, or Senator So-and so. This "playing into the job" gets the candidate nowhere fast, because, as Mr. Sloan assured the audience, although his organization works for politicians, it is not a political organization. Candidates are hired for their skills in research, for their professionalism, for their ability to work on a team, not because they have a love for politics or Political Science or because they "know someone."

The above is what not to do. Then Mr. Sloan told what to do in order to sell ourselves as talented, highly-trained professionals in the world of business or government. "What kind of people do I like to work with?" More importantly, think of the Ph.D. not as an emblem of past achievement but as a sign of what you are capable of doing in the future. Once you have delineated thos particular skills which you have to offer, then look for an employer who can profit from those skills. Acquaint yourself with the administrative structure of the company you are interviewing, so that you can show the employer how you fit in as a member of his team. It's all-important to sell yourself as a team player. Don't come across as a loner from the academic ivory tower. Needless to say, it is imperative that you show enthusiasm during the interview. Assure the employer that you are willing to work for him for a reasonable length of time, say, two or three years. If it becomes clear that the company is interested in you but, for some reason, cannot afford to hire you right away, give the company a chance to secure your services at a lower salary, or even on a probationary basis. The old adage of getting your "foot in the door" holds much sway, particularly in Civil Service positions. People who, once inside, show themselves to be good move up fast. It's much easier to move to a better position once you are in an organization (this is particularly true for Civil Service) than when you are coming in fresh from the outside.

Mr. Sloan now focused on the interview itself. What are come of the "do's" to observe in the interview situation? First, take with you a good two-page resume describing your background and work experience, and naming references. It is also a good idea to note the phone number of each reference. Next, find out about the particular company you are interviewing so you can talk knowledgeably about how you may fit in. If possible, avoid the personnel office. Usually they are not capable of evaluating highly trained professionals with specific, well-defined skills. Try to engage the interviewer in a thoughtful, natural discussion. Don't let the interview degenerate into an exchange of questions and answers. Finally, get a commitment from the prospective employer about when you may hear from him again. Come away from the interview with a clear notion of what the next step will be. The key point is to show the employer that you are a human being capable of relating to other human beings in a work environment. Let the employer know that you have a pleasing personality to complement your skills.

QUESTIONS TO MR. SLOAN

1) Most often, we in the academic world are told to prepare a one-page resume, why do you recommend a two-page one?

   By far, most resumes I've seen are two-pages long. It would seem that someone who has worked for a Ph.D. would have more than one page's worth of experience and talent to relate. Another point I forgot to mention in preparing a resume is to not list just professors as references. List someone who can speak about your daily work habits. Professors often do not know your actual work habits, i.e. how punctual you are, how you work with others, etc.

2) There is considerable difference of opinion on the question of how aggressive one should be in interviewing for a job. How do you feel about someone who

comes across in an extremely aggressive way--especially a woman--during an interview?

I prefer someone who is aggressive. And I also find that women are among the most aggressive, probably because they are under more pressure to prove themselves than men.

3) How can we know from a job description whether it's a job to which we can adapt our skills as researchers and writers?

Pay attention to the wording of the description. Anything with the term "analyst" is quite likely to require someone with writing and research skills. Another key word is "planning."

4) Wouldn't someone who applies for a position as, let's say, "budget analyst" be required to have in-depth knowledge in statistics or economics?

Not at all. You don't have to be a mathematician to be a budget analyst. In that position you are more required to evaluate whether such and such a program warrants such and such a level of funding. This is a decision that involves analytical skills but not necessarily statistical manipulation. It <u>is</u> necessary, however, to know how much math and economics you <u>don't</u> know, so that you can determine at what point to call in the proper expert to give you advice.

5) Are most of the people you interview responding to a specific job advertisement, or do you talk to people even when there is no definite opening?

I always try to talk to anyone who I think has made a proper overture to us. If someone has taken the time to compose a good resume or cover letter, that shows he's serious and that he's deserving of my attention. I don't care if there are present openings on my staff or not; I interview people anyway, because I never know when a certain need will arise that can be filled by

someone whom I may have talked to a few weeks ago.

6) Should the job seeker really try to pin the prospective employer down to a follow-up commitment?

One way around this might be simply to tell the employer that you will keep him apprized of your progress.

7) What type of questions do you ask references over the phone? You mentioned earlier that many individuals will be more candid orally than they will in writing?

"Is this job seeker punctual?" "Is he or she neat?" "on time?" "Is he or she responsible?" These are the things that I as a supervisor must be concerned with if I am to meet a deadline. University professors almost invariably say that So-and-so is a good student. They very seldom make comments on the specific ways that a student goes about his work. But these are things I have to know as an employer.

1:30-3:00--PANEL DISCUSSION

I Introduction--Ms. Victoria Levene, New York Council on the Arts.

Each discussant, an advanced degree holder in an area of the humanities, describes his or her profession and how a recent Ph.D. might go about securing employment in that profession.

II Joseph Farrell, National Research Center for the Arts.

After a brief autobiographical statement, Mr. Farrell outlined the basic function of his organization. The National Research Center for the Arts is an information gathering body which serves the interests of arts organizations (dance and theatre companies, museums, arts foundations, symphonies, etc.). Mr. Farrell's major point was that, based on his experience, most administrative positions (middle management and above) do not require a specific academic background in the area in which the company specializes. In his own organization, a subsidiary of Harris Polls, none of the Vice-Presidents have any formal training in statistics. What is necessary to succeed, said Mr. Farrell, is a creative and innovative mind which can grasp a problem in its totality. Above all, his organization demands personnel who can communicate with a wide range of people. Mr. Farrell did not believe that someone with an advanced degree in the humanities must completely "retool" himself for a managerial position outside the university.

III Mehri Hekmati, Program Officer, United Nations Fund for Population Activities

First, Ms. Hekmati told about the specific services that the United Nations provides. One point that Ms. Hekmati made very clear is that working for the U.N. does not mean working in New York City. Many staff members are sent abroad to developing countries for field experience, or they are stationed with a U.N. subsidiary organization such as U.N.E.S.C.O. in Paris. Securing employemnt with the U.N. requires, first of all, persistance. One should always follow up on initial

inquiries and applications. Two important qualities one should have as a U.N. staff member are the ability to work on a team and the patience to put up with bureaucratic red tape. Ms. Hekmati cited a person example where she, an expert on population trends in a certain developing country, had had her report altered almost beyond recognition by a superior officer, because the language of her report may have hurt diplomatic feelings. Finally, getting a job with the United Nations involves a certain amount of being at the right place at the right time.

IV William Bruce Johnson, SUNY Press

The most essential thing for a new Ph.D. looking for a position outside teaching is, first of all, to feel good about himself. Mr. Johnson reminded the audience that getting a Ph.D. in English or French or Art History is indeed a great accomplishment, an accomplishment which few people aspire to, an enterprise in which fewer yet succeed. We should not think that simply because we have not been hired that we are not a success. Our reaching a goal that very few people ever reach means that we are already a success!

Mr. Johnson described the publishing business as one in which the initial "foot in the door" is very important. On the whole, publishers tend to be a very chummy group. People quite often are hired by a friend of a friend of a friend. Therefore, it is essential not to shy away from seemingly menial tasks like proofreading in the publishing business because this can get you the contacts you need for the more challenging and exciting jobs in editing and sales.

When breaking into the publishing business, it is important to familiarize oneself with the language of publishing. Such journals as Publisher's Weekly and the Literary Marketplace are particularly useful. These will also enable one to be conversant with current events in the publishing world--a useful technique for interviews. A number of specialized academic programs exist which prepare students for careers in the publishing business. Among the most well-established is the Radcliffe program.

Finally, in making a change from the academic to the publishing world, it is essential to remember that publishing is a business. It's survival depends on "cash flow". Decisions are based not only on the quality of a book, but also on its sellability.

V Mary Myers, Metropolitan Museum of Art, New York City

Museum work is not all filling out 3 X 5 cards to be imbedded in dust-covered boxes. There is more to do in a museum than just cataloguing, said Mary Myers. The museum curator is really much more than a custodian of artifacts. Much of the work involves writing critical and descriptive essays for use as guides in acquisitions and exhibitions. These essays require a sense of aesthetics and art history which can only be found in someone trained in these areas. Yes, there are opportunities for people with advanced degrees in Art History and Fine Arts in museums.

PROGRAM EVALUATION

In an effort to receive some kind of student feedback regarding the value of our conference "Alternative Careers for Humanists" to the students who attended, an evaluation form was distributed at the end of the formal presentations and collected during the informal discussion hour. (A copy of the evaluation form is attached.) It was decided to distribute and collect the form immediately to save postage expense and to avoid the likelihood of non-response once students left the conference.

SECTION I

The evaluation form was filled out by 42 students who were asked to rank each of the parts of the program. A tally of their responses to each part appears below.

	Not Helpful	Somewhat Helpful	Very Helpful	No Response
A	7	18	14	3
B1	1	3	2	36
B2	1	3	20	18
B3	1	4	5	32
C	8	20	11	3
D	1	13	23	5
E	8	11	8	15

The distribution of responses certainly favors a positive evaluation of the program which is amplified by comments in response to Sections II and III of the evaluation.

SECTION II

Suggestions coming out of Section II generally polarized around the desire for more personal contact or "hands on" time with the conference participants and less time being "talked at". There was also the feeling that participants

spent too much time talking about themselves and how they got where they are as opposed to opportunities they saw within or around their own professions or fields.

Related to the latter point, students also wanted more concrete, practical suggestions regarding options they might follow and a number of them wanted to be able to attend more than one workshop. The workshops probably were the most "practical" part of the program.

The one seeming inconsistency coming out of the evaluation of Section I and the remarks of Section II is the stated desire on the part of the students for more personal contact as contrasted to the least favorable ranking for the discussion hour. It must be remembered, however, that the discussion hour was the last part of the program when many were ready to leave after a full day.

SECTION III

Section III was a loaded statement, admittedly, and positive responses to it were overwhelming. General comments definitely favored the kind of information provided by the conference and indicated a desire for more similiar efforts on an organized basis, but at no point did they suggest an alteration of formal curricula. They did suggest a broadening of perspectives within programs (e.g. the role of museums as a possible outcome of an art history Ph.D.) and called for greater encouragement for students to seek such information on their own.

It would appear that students would favor another conference or series of conferences of a similiar nature organized on a workshop basis or at least with workshops being a greater part of the program, again pointing toward greater individual contact among participants.

CONCLUSION

There can be no question that this conference was well received by the students attending. Both their evaluation of the program and suggestions for future programs indicate a desire and a need for greater exposure to alternative career opportunities. Their remarks certainly suggest that future efforts would be well received and that student participation in planning and preparing such programs would be appropriate.

2/19/76

SHB:rmm

Alternative Careers for Humanists

Program Evaluation Form

I Please indicate how helpful you believe each of the presentations will be to you, as you pursue your job search.

	Not Helpful	Somewhat Helpful	Very Helpful
A. Where Are Humanists Needed? (L. Bronte)	_____	_____	_____
B. Clinics of Problem Solving			
1. Resumes; letters of inquiry	_____	_____	_____
2. Researching Alternative Careers	_____	_____	_____
3. Supplemental Training	_____	_____	_____
C. See What You Can Do With A Ph.D. (S. Sloan)	_____	_____	_____
D. Specific Career Alternatives (Panel Discussion)	_____	_____	_____
E. Informal Discussion (lunch and reception) with conference participants	_____	_____	_____

II Please make any suggestions for improvements and additions for future conferences. Refer to specific presentations if you care to.

II Please react to the following comment, "I believe that graudate schools and/or programs should provide more systematic career planning services for students, from time of entry to graduation. Such services may or may not include a conference such as this one."

ALTERNATIVE CAREERS FOR HUMANISTS

State University of New York at Binghamton

Dickinson Conference Center
and
University Union
January 30, 1976

Sponsored by the State Education Department Humanities Doctoral Project in cooperation with Cornell University, Syracuse University, and SUNY-Binghamton.

9:30-10:00. Registration and coffee. Dickinson Conference Center.

10:15-11:00. "Where are Humanists Needed?" Lydia Bronte, Rockefeller Foundation.
Haskell Block, SUNY-Binghamton, presiding.

11:15-12:15. Concurrent Clinics on Problem-Solving. University Union.
A. Résumés, inquiry letters, interviews. UU B2
Clinic leaders: Samuel Back, Ann Herrick, Career Plans and Placement. SUNY-Binghamton.
B. Researching alternative careers. UU 103
Clinic leader: John L. Munschauer, Career Plans, Cornell University.
C. Supplemental training. UU 102
Clinic leaders: Charles Gearing, School of Management; Michael Jasenas, Library; Marilyn Gaddis Rose, Translation Center; all SUNY-Binghamton.

12:15-1:30. Buffet luncheon. Dickinson Conference Center.
"See What You Can do with a Ph.D." Stephen Sloan, Task Force on Critical Problems, New York State Senate.
Richard Fallis, Syracuse University, presiding.

1:30-3:00. Panel discussion. Dickinson Conference Center.
"Specific Career Alternatives."
Panellists: Joseph Farrell, National Research Center of the Arts
Mehri Hekmati, United Nations
William Bruce Johnson, SUNY Press
Mary Myers, Metropolitan Museum of Art (New York)
Leland D. Wright, Arthur G. McKee and Co. (Cleveland)
Victoria Levene, New York Council of the Arts, presiding.

3:00-4:00. Reception. Dickinson Conference Center. Graduate students are encouraged to meet participants at this time.

PARTICIPANTS

Bronte, Lydia. Staff Officer, Rockefeller Foundation. Ph.D. (Comparative Literature), University of North Carolina.

Farrell, Joseph. President, National Research Center of the Arts. J.D., Harvard University.

Hekmati, Mehri. Program Officer, Fund for Population Activities, United Nations. Ph.D. (Sociology), New York University.

Johnson, William Bruce. Senior Editor, SUNY-Press. Ph.D. (English), University of London.

Levene, Victoria. New York Council for the Arts. Ph.D. (English), SUNY-Binghamton.

Myers, Mary. Associate Curator, Prints and Photographs, Metropolitan Museum of Art (New York). M.A. (Art History), Institute of Fine Arts, New York University.

Sloan, Stephan. Director, Task Force on Critical Problems, New York State Senate (staff of Senator Warren Anderson). Ph.D. (Forestry), College of Environmental Science and Forestry, Syracuse University.

Wright, Leland D., Jr. Director of Foreign Language Services, Arthur G. McKee and Company (mechanical engineering). Ph.D. (Spanish), Washington University.

Coordinating Committee: John L. Munschauer, Cornell University; Richard Fallis, Syracuse University; Samuel Back, Carl Hermey, Ann Herrick, Gail Markham, Marilyn Gaddis Rose (chairman), Kenneth Wilson, SUNY-Binghamton.

REGISTRATION

If you plan to attend the luncheon, we must have your registration form by January 23, 1976. There is no charge for humanities graduate students and humanities departmental placement officers. There is a $4.00 meal and registration fee for all others. Please send your registration form (and, if appropriate, a check for $4.00 made out to A.C.E. #395) to Career Conference, Department of Comparative Literature, SUNY-Binghamton 13901.

Name:
Affiliation:
Address:

I plan to attend the luncheon. ☐

I have a doctorate in _____
I am a graduate student in _____
I am a placement officer for _____

I have enclosed a check for $4.00. ☐

I am most likely to attend Clinic A (Résumés, letters, interviews) ☐
Clinic B (Researching alternatives) ☐
Clinic C (Supplemental training) ☐

*Report of the APA Alternative Careers Meeting at the Rockefeller Foundation, 14 May 1976

List of Participants at the meeting is attached. There were numerous additional observers who were not listed on the published roster. They included representatives of the American Historical Association and the Modern Language Association.

Chronological Report of Remarks

Norman Bowie opened the meeting and briefly described the purpose of the gathering. It was primarily designed to get non-academic employers who are interested in hiring philosophers together with representatives of universities in order to exchange ideas.

Each non-academic employer was asked to describe briefly his interest in philosophy and philosophers.

1) Norman Weissman: Director, Division of Health Service Quality Research. Expressed the need for philosophical analysis in the areas of policy development and resource allocation for health care in the U.S. Specific questions where philosophers can make a contribution include: 1. Should we help people beyond age 75? 2. How much money should be spent on the last years of life? 3. How should trade-offs in the competition for scarce resources be made? 4. What are the spin-off effects of various decisions? Philosophers are helpful because they are able to analyze problems and to provide "technological assessments", especially concerning the impact of decisions both on future generations and on present policy decision making. He also stressed the idea that philosophers must be willing to take coursework related to the area of health care and possibly even be willing to take internships in hospitals or clinics. He also urged philosophers not to neglect opportunities at the state and local level.

2) Thomas Steel: Senior Technical Consultant, The Equitable Life Assurance Society of the United States. Discussed the need for philosophers in formal modeling and systems analysis. "I am convinced, as are many others in this field, that philosophers have the ability to abstract away the inessentials and get at the essence of a given problem." The computer industry will be expanding significantly in the next ten years and philosophers will be needed. For this reason it is advisable that philosophers prepare themselves now for these jobs by (a) taking some relevant courses in graduate schools and (b) preparing themselves to work in positions where they learn about computer systems. Philosophers should not expect to move right into decision making jobs. The most dangerous thing for anyone entering the computer world is to think, in his opinion, that they can change the system. The system will only be changed after one has shown that the ideas that he or she is expressing are well grounded and that that person's judgment is sound. His last note is that students of all types must dispel the idea that "all businessmen are stupid;" that is foolish and insures failure.

*Financial support for this conference came from a New York State Education Department grant from the Fund for the Improvement of Post-Secondary Education.

Mr. Steel mentioned the following which is worthy of being highlighted: "For those seeking a job in the computer world, a person should just come out as a bright young man or woman and that will get a response. If they come out with the idea that I am a philosopher and want to do Philosophy (which in most cases means teaching), forget it!"

3) Samir Mansour: Deputy Director of Equal Employment Opportunity. Began by admitting that he had personal experience with only one philosopher, but that he was impressed by three abilities which this individual displayed: the ability (a) to rationalize alternatives, (b) to analyze problems and (c) to work with people. He then went on to emphasize the fact that philosophers appear to be well suited to contribute both in the theoretical and the practical realm of decision making. Both kinds of contributions are critically needed in his area of EEO.

4) Kenneth Collins: Independent business consultant. Related his first exposure to the APA. For years he has sought to contact those who might be interested in discussing certain problems which underlie the theoretical structure of his discipline -- information analysis and data-base management. He attended the APA meeting in December with the desire of contacting other individuals who shared his interests. He attended our symposium on alternatives to teaching. He admitted disappointment with all speakers except Bart Kennedy, who in his opinion was the only one who had made the transition from academia and the idea that a philosopher belongs in the classroom. His ideas can be summed up by the following remarks: "In making any further moves toward the non-academic field, the criterion which should be used is simple: if whatever is proposed promotes personal, professional contacts with other individuals in both the academic and non-academic fields, then it is good. If it displaces it, it is bad." "The current job crisis is a super opportunity for American philosophers...to fill a void which presently exists in his field of information analysis and other fields." "A multi-billion dillar laboratory exists for philosophers to work in; it is called the world."

5) Daniel Callahan: Director, Institute of Society, Ethics, and the Life Sciences. Remarked that the non-academic world has different standards for success. These are the things which he seeks in the philosophers he hires: (a) those who do not pine to return to academia; (b) a person who can live with a great deal of insecurity; (c) one who can meet deadlines; (d) one who is willing to publish in non-philosophical journals; (e) one who is willing to become inter-disciplinary, not because the job requires it, but because the work is interesting in and of itself; and (f) someone who is a good manager and can get along well with people from various fields. He also mentioned that someone who knows how to work within a budget and enjoys working with questions relating to action has a definite advantage.

Discussion: The discussion which followed the introductory remarks of the non-academic representatives was unstructured, but did center on certain important issues.

ISSUE 1: You all seem to be describing two types of positions: (a) those that are to be filled by philosophers with Ph.D.'s in their fields and (b) those jobs for individuals who are interested in another field who happen to be philosophers.

The answer was that there are very few non-academic jobs which are entitled "philosopher" and which call for a Ph.D. in that field. Most non-academic entry-level positions can be filled by anyone who can think regardless of major. The differences begin to be noted in the careers of people who have five years in. That is when the philosopher will be spending a majority of his or her time doing (not necessarily writing) philosophy.

ISSUE 2: Should philosophy departments require that undergraduates prepare themselves for positions outside of teaching just in case?

The group generally agreed that such a proposal was worthy of merit.

ISSUE 3: What is philosophy and where does someone do it?

This caused considerable difficulty; but the answer was almost universal. Real philosophy is done in graduate school; however, the techniques which philosophers develop doing philosophy are applicable in many other disciplines.

It was also apparent from the discussion that most graduate students look upon a job teaching as their rightful place upon graduation.

ISSUE 4: How would internships operate?

In two ways. First internships which get philosophy graduate students into non-academic positions during the period just prior to writing a dissertation -- for a summer or a year. Second, internships which involve the exchange of businessmen with academicians for a one year period. One serious difficulty in this exchange was noted by the representatives of the non-academic side: businessmen could easily team teach with another professor or group of professors; but most companies would be reluctant to allow an academician to team manage. The problem here is that management is only half complete when the analysis is completed and an alternative has been selected. Then the problem of carrying out the decision must be faced. Academias who leave after one year cannot be held accountable. The discussion here was very specific. Several particular internship plans were discussed.

ISSUE 5: How does a philosopher go about entering a non-academic job?

First, he or she must forget about the idea of getting back to academia or that somehow he or she is a failure because one is

seeking this type of employment. Employers will pick this out immediately. Second, they must forget about finding a job as a philosopher who writes papers for his or her academic colleagues. Third, he or she must forget about starting at the top.

ISSUE 6: What is your opinion of the literature being prepared by the APA, e.g., the career sketches?

Good for undergraduates; not very helpful for graduate students who have mastered a trade, e.g., philosophy. They are, however, helpful to undergraduates or those graduate students who are seeking entry level positions which do not require graduate education.

ISSUE 7: Should any changes be made to the graduate curriculum during this job crisis?

No specifics came forth. The general concensus was that a philosophy curriculum has a value and a place in American education even if it is producing individuals for teaching positions which do not exist.

THERE WERE NO RECOMMENDATIONS MADE DURING THIS MEETING AND NO PLANS FOR FUTURE MEETINGS WERE MADE. SINCE THE MEETING WAS A TRUE PILOT PROJECT, IT WILL TAKE TIME FOR THE PARTICIPANTS TO EVALUATE THE MATERIAL PRESENTED.

PARTICIPANTS & GUESTS

ACADEMIC

Asquith, Peter D., Prof., Executive Secretary, Philosophy of Science Association

Cohen, S. Marshall, Prof., - Graduate Center, CUNY

Golding, Martin P., Prof., - Dept. of Philosophy, Duke University

Hare, Peter H., Prof., - Dept. of Philosophy, SUNY at Buffalo

Ihde, Donald, Prof., - Dept. of Philosophy, SUNY at Stony Brook

Kyburg, Henry E., Jr., Prof., - Dept. of Philosophy, University of Rochester

Lyons, David, Prof., - Director of Graduate Placement, Sage School of Philosophy, Cornell University

Massey, Dr. Gerald J., - Chairman, Philosophy Dept., University of Pittsburgh

Myers, Gerald E., Prof., - The Doctoral Program in Philosophy, The Graduate School & University Center, CUNY

Reese, William L., Prof., - Department of Philosophy, SUNY at Albany

NONACADEMIC

Callahan, Daniel - Director, Institute of Society, Ethics, and the Life Sciences, Hastings Center, Hastings-on-Hudson, NY

Collins, W. Kenneth - Independent business consultant - Old Greenwich, CT.

Mansour, Samir - Deputy Director of Equal Employment Opportunity, Naval Supply Systems Command, Washington, DC

Steel, Thomas B., Jr. - Senior Technical Consultant, The Equitable Life Assurance Society of the United States, New York.

Weissman, Norman - Director, Division of Health Service Quality Research, Rockville, MD

GUESTS

Beck, Lewis White, Prof., Dept. of Philosophy, University of Rochester

Bronte, Lydia, Dr. - The Rockefeller Foundation, New York City

Brod, Richard - Modern Language Association, New York City

Graham, Dr. Edwin - Director of Educational Services, Institute of Life Insurance, New York City

Harrison, Dr. Dorothy - Coordinator, Doctoral Evaluation Project, New York State Education Department

List, Claire - Program Director, Andrew W. Mellon Foundation, New York City

McGhann, Barbara - Administrative Assistant, APA, Newark, DE

Mandelbaum, Maurice - Former Chairman, APA Board of Officers, Baltimore

May, Ernest, Dr. - Department of History, Harvard University

Turesky, Stanley F., Dr. - Office of Planning & Analysis, NEH, Washington, DC

Vaccaro, Vincent - Chairman, Subcommittee on Nonacademic Placement, VA